

## HSPA SAMPLE SCIENCE QUESTIONS

### Sample multiple-choice item

8. If a plant cell had a genetic mutation that caused it to lose its ability to make starch, the plant could no longer
- A. transpire water
  - B. absorb sunlight
  - C. store excess sugars
  - D. change colors

*Answer: The correct answer is C.*

### Sample open-ended item

10. The Theory of Plate Tectonics states that the earth's surface is broken into sections called plates. These plates float on semi-molten rocks. How does this theory explain earthquakes, volcanoes, and the formation of mountains?

*Answer: Earthquakes occur when plates come together or spread apart. Mountains can be formed when plates come together and push up. Volcanoes occur when plates come together or spread apart allowing magma to come through the earth's crust.*

## HSPA SAMPLE MATH QUESTIONS

Which of the following is an irrational number?

- a. 3.01
- b. 3.010010001---Correct answer
- c.  $3.\overline{01}$
- d.  $3 \frac{1}{100}$

New Jersey's census population,  $p$  (in millions). From 1900 to 1990 is shown in the table below.

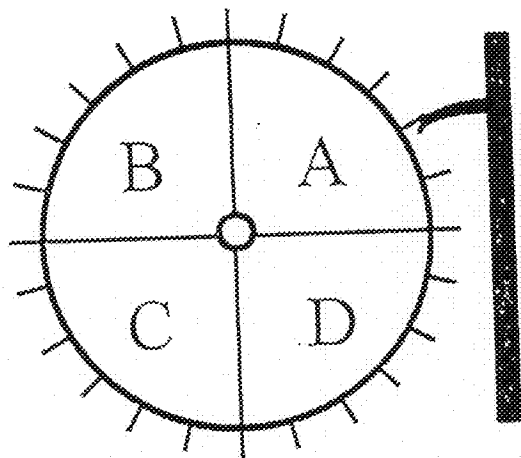
Year	Population (in millions)
1900	1.9
1910	2.5
1920	3.2
1930	4.0
1940	4.2
1950	4.8
1960	6.1
1970	7.2
1980	7.4
1990	7.7

- Sketch a scatter plot. Let  $t = 0$  represent 1900. Label your graph with the appropriate values for time and population.
- Using your scatter plot, what type of correlation/relationship do  $p$  and  $t$  have? Explain how you arrived at your answer.
- Using the scatter plot, predict what the population of New Jersey will be in the year 2000. Explain the strategy you used to make that prediction.

*Note: Put grid and axes with gradation marks on answer sheet*

### HSPA SAMPLE MATH QUESTIONS

A fair spinner has four congruent regions (with equal areas) on its face. They are labeled A, B, C, and D. The spinner is spun 20 times by each member of a class of 24 students. The results are tallied (counted) and then combined.



Assume that the class obtained the expected results when they conducted the experiment.

- ◆ Make a bar graph illustrating the combined class results.
- ◆ Explain why an individual student's results might be different from the class results.
- ◆ If the experiment were conducted again, with the regions A, B, C, and D having central angles of 45 degrees, 90 degrees, 90 degrees, and 135 degrees respectively, how would you expect the result to differ from the earlier results?

Experience can help shape our perspective of life, sometimes positively and sometimes negatively. In the following article, writer Terrence Kennell discusses the link between his experience and his perspective on life.

### Losing My Sight Made Me See by Terrence Kennell

When I entered the hospital in June of 1991, to have maxillofacial surgery, I had little concern whether or not all would go well, or reason to fear otherwise. The surgery also included exploration of the optic canal due to a lifelong bone disorder that was thought to be a probable threat to the optic nerve. I awoke from the surgery to near darkness, able to see only faint shadows and outlines. Somehow, the optic nerve had been damaged. It wasn't long thereafter that the nerve had atrophied completely and I slipped into total darkness.

The shock of losing my sight did not hit me right away. My faith led me to believe that what had happened was simply temporary and that it was just a matter of time before I would see again. After all, blindness wasn't me. I had too many hopes and dreams to accomplish, things I wanted to do, places to go. And besides, I knew nothing about being blind. Such a thought, for me, meant life was over.

As I lay in the hospital, I couldn't resist the feelings of regret that hung over me. I quickly became angry with myself as I looked back on a life that — though still young — appeared to be half-filled with youthful indifference. It seemed to me that I had done very little with what was now a lot of valuable time and the wasted days of earlier years had suddenly come to an account. The future appeared to be over, and all I had for nearly three decades of living were nagging feelings of regret.

I get very concerned when I hear and read about the widespread apathy that is said to exist among the young and how so many are idling their time away. Their goals and expectations amount to little more than a search for instant gratification. Ambition is hurriedly disappearing among them. It is what the author Thomas French, in his book "South of Heaven: A Year in the Life of an American High School..." refers to as a "withering of curiosity."

Looking back on the once idle course of my own past, I know how easy it is to slip into a do-nothing way of life. I grew up in the heart of the Mississippi Delta, where a person's existence begged for direction and the civil rights legacy was a mainstay. I came from an impoverished family

worsened by an absent father. My poor health together with a lack of opportunity — exacerbated by racial prejudices — left little doubt that living required much hard work and determination to make it any better. Despite all these reasons for diligence, my indifference persisted.

At the time of the loss of my sight at the age of 28, it seemed I had somehow managed to spend nearly 10 years doing little or nothing. The years from mid-teens to mid-twenties, not only for me but for most of those who moved along with me, were full of an almost instinctive desire for self-gratification and an oblivion to anything tomorrow. Even college bore little expectation and proved to be a continuation of the time before, resulting in academic dismissal and, finally, a failure to graduate.

When I did become focused — several years before the surgery — I found starting a career to be no small feat. I had hoped to make my way as a writer, editor and book publisher. It wasn't long before I realized that getting started was filled with difficulties. Having a degree may not necessarily open a door of opportunity, but not having one will definitely close it. Without any degree, most publications I spoke with would not consider me for an interview. It was only after offering to do some work for free as a stringer for the local paper — and a great deal of pleading with many others for a tryout — that I succeeded in landing a job as a copy editor with a newspaper. I later worked as a book editor. Shortly after I lost my sight, my employer informed me that my job had been filled by someone else.

Now my horizons represent new and unfamiliar struggles — days and things once taken for granted have long since been given due value and meaning. The previously unknown world of the disabled has served to remind me of the immediacy of life and just how fragile it really is. It also has brought many changes and adjustments. I find it difficult to get used to the absence of the sweet faces of family and friends, beautiful seasonal days and moonlit nights, the printed words of a favorite book. I even miss taking a hectic drive on South Florida's I-95.

Everyday tasks have had to be relearned. I attended the state's rehab center to learn necessary skills for daily living and how to become mobile by using a cane. I later returned to the center to receive valuable training in adaptive computer technology.

**M**y employer's perception about my loss of sight proved to be typical of what I found as I began to step back into society. I was amazed to find out how uninformed most people are about blindness, especially concerning the capabilities of blind people, what we can or cannot do. At first, family and friends tried to do every little thing possible for me. For others, it means a lot of false assumptions, such as thinking they cannot speak to me directly but must do so to whomever I happen to be with. And for too many employers, it means assuming that I have discontinued to be a worthwhile investment. I can attest to this by all the doors I have knocked on for nearly three years; and by the 70 percent of disabled Americans who are unemployed.

As for myself, I have come to believe that life still has a great deal to offer and all the things that really matter remain with me. My dreams haven't faded. I would like to work as a writer; perhaps to marry, have a family and own a home. And above all, to rightly relate to others and live in a fulfilling way as I strive to become an integral, contributing part of the community.

**I**t is understandable that when we're young we think that time is on our side and the world waits for us. But only when it is somehow abruptly interrupted do we realize it "just ain't so." Maybe if young people could see, firsthand, the struggles and challenges of the disabled, it would stir in them an awareness of the urgency of life — to pursue dreams. I write these words not as a moralistic effort to pick on today's youth, nor to be overly critical of them. But rather to offer a few words to the wise: "There is not time to waste."

1. The central idea of this selection is

A. get a college degree.  
B. make every minute count.  
C. it's hard to get a job today.  
D. it's easy to start a new career.

Answer: B Skill: L1

2. The speaker believes that young people

A. lack ambition.  
B. dream too much.  
C. are poor students.  
D. are overly involved in sports.

Answer: A Skill: L2

3. The speaker's blindness makes him realize

A. disabilities open doors.  
B. driving on I-95 is hectic.  
C. the world waits for everyone.  
D. what blind people can and cannot do.

Answer: D Skill: L2

4. When the speaker refers to "widespread apathy" in young people, he means they are

A. indifferent.  
B. wasteful.  
C. untalented.  
D. absent-minded.

Answer: A Skill: L4

5. The speaker's tone in addressing the listener can best be described as

A. distant and critical.  
B. angry and cynical.  
C. approving and admiring.  
D. sincere and motivational.

Answer: D Skill: L11

6. How has the speaker's disability changed his attitude toward life?

A. He pities himself and is looking for sympathy.  
B. He envies others and is resentful of their success.  
C. He regrets his wasted time and has become bitter.  
D. He values time and wants to make every moment worthwhile.

Answer: D Skill: L10

7. One of the most difficult experiences in dealing with his blindness is the

A. racial prejudice prevalent in his youth.  
B. failure to complete his college education.  
C. unsuccessful medical treatments he underwent.  
D. inaccurate assumptions others make about his capabilities.

Answer: D Skill: L9

8. At the end of the selection, when the speaker refers to the "urgency of life," he is suggesting that

A. young people pursue their dreams.  
B. the disabled need jobs immediately.  
C. young people should find their own paths.  
D. life requires hard work and determination.

Answer: A Skill: L8

9. The speaker believes that

A. blindness is a tragedy.  
B. time is on young people's side.  
C. employers favor those with disabilities.  
D. life passes too quickly to be wasted.

Answer: D Skill: L3

10. In a speech to a graduating class, the speaker might urge the students to
- A. delay important life decisions.
  - B. realize time is not important to youth.
  - C. be unconcerned about future training.
  - D. set goals and ambitions while they are young.

Answer: D Skill: L3

#### OPEN-ENDED ITEMS

11. In the selection, the speaker says, "After all, blindness wasn't me."

- Explain what you think this statement shows about his attitude.
- How can this attitude help young people overcome obstacles in their lives?

Use information from the selection to support your response.

12. The title of this selection is "Losing My Sight Made Me See."

- Explain the title in relationship to the speaker's life.
- Identify ways his life changed.

Use information from the selection to support your response.

13. The speaker indicates that his "dreams haven't faded."

- Identify those qualities that will enable the speaker to pursue his dreams.
- Predict and explain the ONE quality that you believe is most important to his success.

Use information from the selection to support your response.

## SAMPLE QUESTIONS

The ESPA's multiple-choice questions let you choose the one best answer from four answer choices. You will darken the circle of your answer choice. These are examples of multiple-choice questions:

1. Which list of people includes someone from each of the three branches of federal (national) government?

- Ⓐ governor, mayor, councilperson
- Ⓑ superintendent, principal, teacher
- Ⓒ police officer, firefighter, nurse
- Ⓓ president, senator, judge

*The correct answer is D.*

2. This newspaper headline appeared in the Boston newspapers on December 16, 1773:

**"BRITISH TEA DUMPED IN HARBOR IN PROTEST OF UNFAIR TAXES"**

In 1773, which of the following people would most likely have supported this action?

- Ⓐ Ship's captain who brought the tea
- Ⓑ British soldier who was sent to this country by the king
- Ⓒ Colonial Patriot who supported independence
- Ⓓ Colonial Loyalist who supported the king

*The correct answer is C.*



## SOCIAL STUDIES

3. The Trail of Tears was a forced march in which the Cherokee Indians walked 800 miles in the freezing cold from Georgia to Oklahoma. During that march many Cherokee Indians became sick and died.

This forced march is an example of the

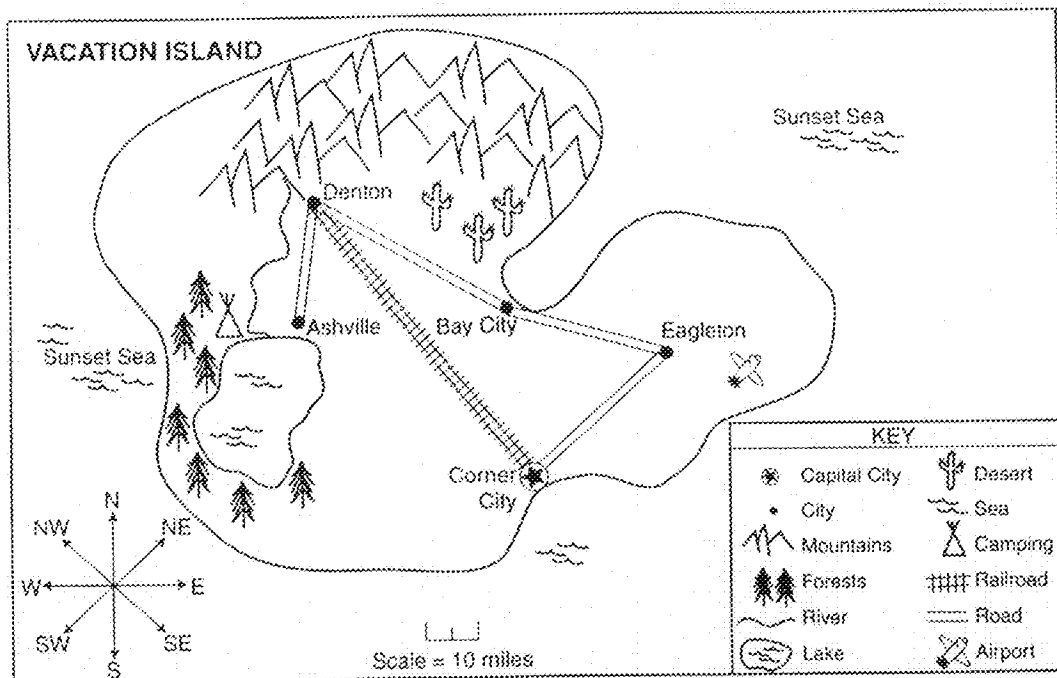
- Ⓐ search for better farmlands.
- Ⓑ desire for a better education.
- Ⓒ need to follow buffalo herds.
- Ⓓ mistreatment of people.

*The correct answer is D.*

4. Estela has several coins in her hand. What determines how much her coins are worth?

- Ⓐ the relative size of each coin
- Ⓑ the materials the coins are made of
- Ⓒ the things she can buy with the coins
- Ⓓ the total weight of the coins

*The correct answer is C.*



Directions: Refer to the VACATION ISLAND map to answer questions 5 and 6:

5. Which two cities are seaport cities?

- Ⓐ Ashville and Bay City
- Ⓑ Bay City and Denton
- Ⓒ Bay City and Corner City
- Ⓓ Ashville and Corner City

*The correct answer is C.*

6. Which activity could not be done in Ashville?

- Ⓐ family camping
- Ⓑ mountain climbing
- Ⓒ sailboating
- Ⓓ lake fishing

*The correct answer is B.*

## SOCIAL STUDIES

7. The sandy beaches along New Jersey's eastern coastline have created jobs for people in what industry?

- Ⓐ tourism
- Ⓑ agriculture
- Ⓒ mining
- Ⓓ forestry

*The correct answer is A.*

8. Which is a present-day example of an invention that has changed the way people work and communicate?

- Ⓐ telegraph
- Ⓑ computer/modem
- Ⓒ calculator
- Ⓓ video game cartridge

*The correct answer is B.*

The ESPA's open-ended questions have no answer choices. You will write (or, if applicable, illustrate and label) your responses to these questions **in the spaces provided in your test booklet**. Be sure to write only in these areas. These are examples of open-ended questions:

### TAKING A STAND

9. There is a New Jersey law that requires bike helmets for those under age 14. The governor would like a law passed that would require people over the age of 14 to also wear helmets when they ride bikes. In a letter to the governor of New Jersey,

- state your position on the proposed law, and
- give your reasons for or against this policy.

**BE SURE TO DESCRIBE HOW SUCH A LAW WOULD AFFECT SAFETY IN THE COMMUNITY AND THE RIGHTS AND RESPONSIBILITIES OF CITIZENS.**

Dear Governor \_\_\_\_\_:

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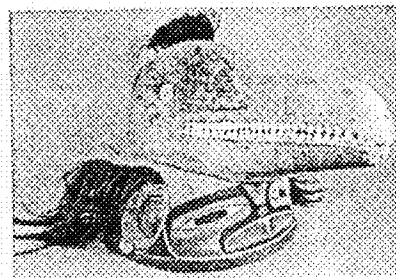
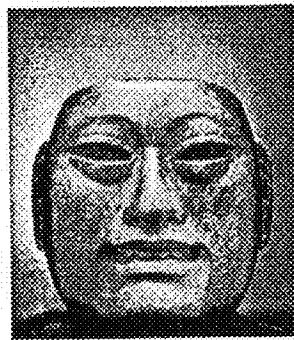
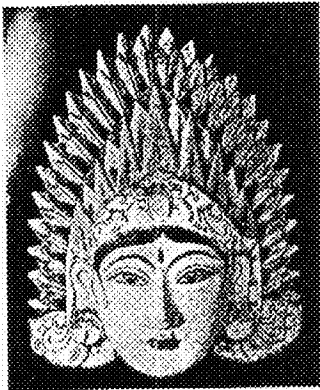


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*In a 3-point response (highest score), the student's letter to the governor will clearly state a position for or against the proposed new bike helmet law, and will support that position with details and/or comparisons to other similar issues (e.g., mandatory seat belt laws in cars). The letter should demonstrate a good level of understanding of some of the issues involved on either side (e.g., community health and safety concerns; the freedoms and responsibilities of individual citizens; the validity or lack thereof for distinctions between children under the age of 14 and those who are older; etc.).*

**SAMPLE QUESTIONS**

The ESPA's multiple-choice questions let you choose the one best answer from four answer choices. You will darken the circle of your answer choice. These are examples of multiple-choice questions:



1. Masks such as the ones shown above were originally created for which purpose?

- Ⓐ tourism
- Ⓑ rituals
- Ⓒ trade
- Ⓓ work

*The correct answer is B.*

## VISUAL AND PERFORMING ARTS



CORBIS. Used by permission.

2. The dancer shown in the picture is performing a traditional dance. What best explains why the dancer is moving in this way?
- Ⓐ The dancer is warming up before the performance.
  - Ⓑ The style of the movement is important to the culture.
  - Ⓒ The dancer is copying movements from a modern dance.
  - Ⓓ The costume makes the dancer feel uncomfortable.

*The correct answer is B.*

## VISUAL AND PERFORMING ARTS

3. Which one of these is most useful when critiquing choreography in a dance performance?

- Ⓐ knowing who the dancers are
- Ⓑ watching the dancers' movements
- Ⓒ hearing the audience applaud
- Ⓓ talking to others during the performance

*The correct answer is B.*

4. Which of the following best supports the idea that "theater is universal"?

- Ⓐ Theater looks the same everywhere in the world.
- Ⓑ Theater first became an art form in the United States.
- Ⓒ Theater can be found in cultures around the world.
- Ⓓ Theater takes the least skill to perform.

*The correct answer is C.*

## VISUAL AND PERFORMING ARTS

Read the following excerpt from the script of a play. Then answer the question that follows.

*(Sari walks into the room, opens the curtains and the window, and inhales. Sari smiles and turns toward the audience)*

**Sari:** I awake and see the dawn of a new day.  
I open my window and breathe the fresh new air.  
My eyes are open and the sun penetrates through.  
I smile and prepare to go out into the new world  
For I know the sun will see me through.  
Won't you come and experience the sun with me?  
Come let's go!

*(Sari exits the room.)*

**5. The above is an example of**

- Ⓐ dialogue.
- Ⓑ improvisation.
- Ⓒ monologue.
- Ⓓ scenery.

*The correct answer is C.*

**6. Choose the answer that BEST completes the following statement.**

**The choreographer is to dance what**

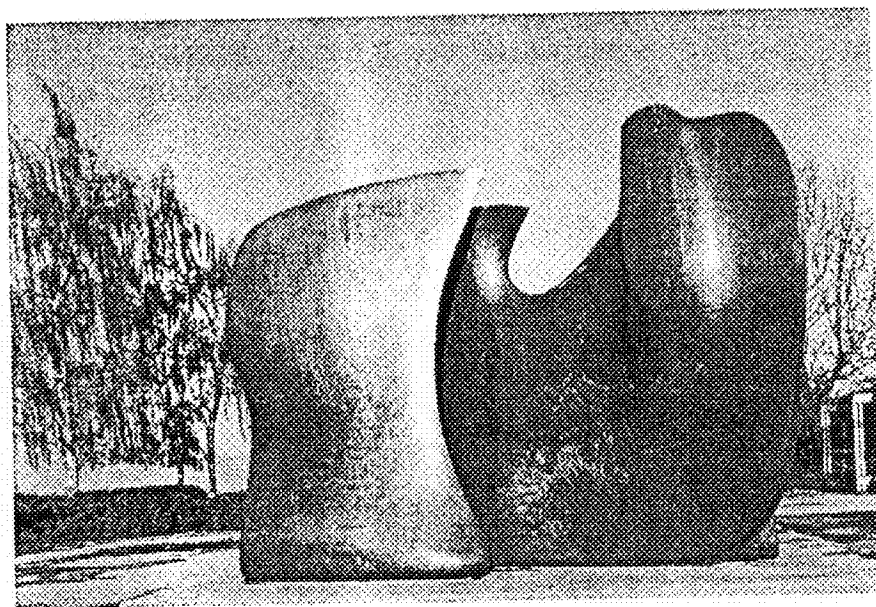
- Ⓐ the actor is to acting.
- Ⓑ the director is to the actor.
- Ⓒ the composer is to music.
- Ⓓ the canvas is to the painter.

*The correct answer is C.*



## VISUAL AND PERFORMING ARTS

The ESPA's open-ended questions have no answer choices. You will write (or, if applicable, illustrate and label) your responses to these questions **in the spaces provided in your test booklet**. Be sure to write only in these areas. These are examples of open-ended questions:



Henry Moore, *Knife Edges - Two Piece*. 1962. Bronze.  
Elizabeth Park, Vancouver, Canada

7. The artist used basic elements and principles of design to create this artwork. Choose one of the basic elements and principles of design listed below and explain how the artist used it to create the artwork pictured.

- shape/form
- texture
- space
- balance
- pattern/repetition

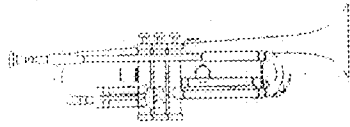
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*Sample 3-point (highest score) response*

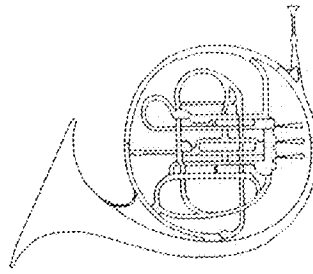
- The artist used smooth and sharp textures to create this sculpture. You can tell from the way its surface shines that the sculpture is smooth.

*The curved part in front looks like a sharp knife. (Other responses may be correct.)*

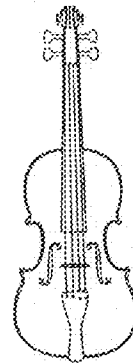
## VISUAL AND PERFORMING ARTS



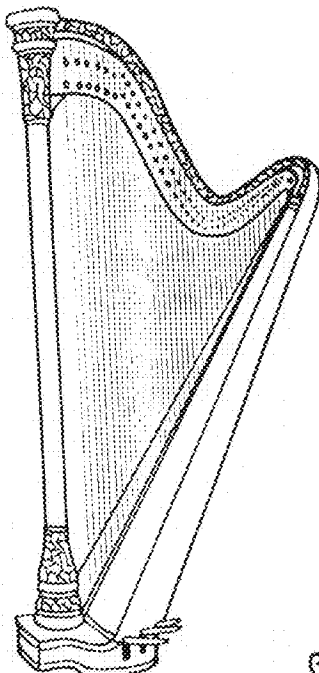
Trumpet



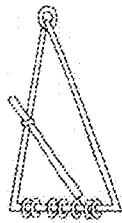
French Horn



Violin



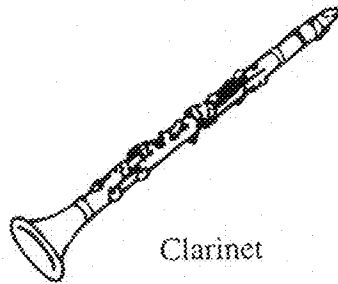
Harp



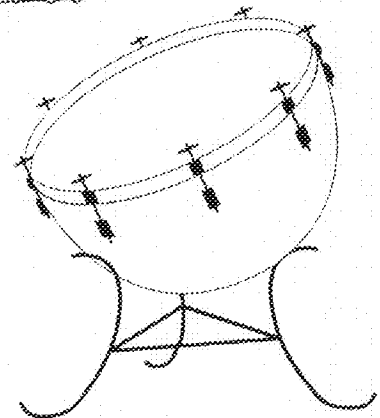
Triangle



Flute



Clarinet



Timpani

## VISUAL AND PERFORMING ARTS

8. Complete the chart by writing the name of each pictured instrument in the column where it belongs. Each instrument belongs in only one column.

Brass	Woodwind	Strings	Percussion

*Sample 3-point (highest score) response  
(Other responses may be correct.)*

- *Completes the chart with 7-8 instruments placed in the correct category. For example:  
 Brass: trumpet, french horn  
 Woodwind: clarinet, flute  
 Strings: violin, harp  
 Percussion: timpani, triangle*